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ABSTRACT

A chart/graph format illustrates the overlaps between the national educational goals contained in the Goals 2000: Educate America Act and with "National Agenda for Achieving Better Results for Children and Youth with Disabilities" document. Included among the topics addressed by these two initiatives are the following: increasing diversity, school-community collaboration, employing well-prepared professionals, professional development, provision of services to address individual student needs, new funding systems, accountability and student assessment, and appropriate technology. Commonalities between these two initiatives are identified to facilitate discussions about educational reform and restructuring in a special education context. The report notes that the missions of the two documents are the same--educating all of America's children and youth to reach their full potential and to take their places as productive members of society. (SW)

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CROSSWALKING

The National Agenda and Goals 2000

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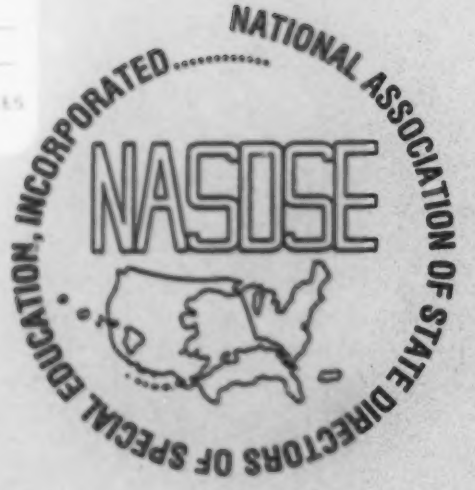

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INTRODUCTION

The education reform movement reached an important milestone with the passage of Goals 2000: Educate America Act in March 1994. Goals 2000 is the centerpiece of and the framework for the restructuring of the American education system based on the eight National Education Goals. The restructuring effort focuses on high standards and expectations for all students, including students with disabilities, with primary emphasis on measurable achievement.

The National Agenda for Achieving Better Results for Children and Youth with Disabilities, although not billed as a "reform" document, should be viewed as a companion to Goals 2000. The National Agenda was developed to address the need to improve educational results for students with disabilities. The document urges the establishment of a unified system of education, based on access to high quality curricula and challenging standards -- the same curricula and standards available to their non-disabled peers.

In developing a unified system of education, the principles of a "free appropriate public education" (FAPE), as outlined in the Individuals with Disabilities Education Act (IDEA), must be maintained. The IDEA provides a mechanism -- the individualized education plan -- and procedural protections to ensure that students receive the supports they need to succeed in the school environment. The National Agenda assumes that any reform efforts will include the continued provision of FAPE.

This "crosswalk" is an attempt to show graphically the many intersections between Goals 2000 and The National Agenda. The document is intended to be used by individuals concerned about the education of students with disabilities to facilitate discussions about educational reform and restructuring in a special education context. The listing of citations from Goals 2000 by no means represents every instance where the two agendas coincide. However, the number of Goals sections cited should indicate to the reader that the missions of Goals 2000 and The National Agenda are the same -- educating all of America's children and youth to reach their full potential and to take their places as productive members of society.

CROSSWALKING
THE NATIONAL AGENDA AND GOALS 2000

NATIONAL AGENDA	GOALS 2000: EDUCATE AMERICA ACT
Enriched and Broadened Appreciation of Diversity: Schools will advocate and demonstrate cultural competency in attitudes, climate, personnel practices, and instructional materials.	**1. Sec. 3(a)(1) - "all students"/"all children":** This Act addresses the needs of students from a broad range of backgrounds and circumstances. These terms are used throughout the Act, with the understanding that all components of the Act apply to "all children" and "all students." **2. Title I, § 102(3) - Student Achievement & Citizenship:** Students will be knowledgeable about the diverse cultural heritage of the United States and about the world community. **3. Title I, § 102(4) - Teacher Education & Professional Development:** All teachers will have the knowledge and skills necessary to teach an increasingly diverse student population. **4. Title II, § 213(c) - Voluntary National Opportunity-to-Learn Standards (OTL):** All students shall have a fair opportunity to achieve the knowledge and skills established in national content standards; teachers will be capable of addressing diverse learning needs. **5. Title II, § 213(f) - State Assessments:** Assessments must be non-discriminatory, and provisions must be made for adaptations and accommodations necessary to allow the participation of all students with diverse learning needs. **6. Title III, § 306 - State Improvement Plans:** Plans must include OTL standards or strategies. The plan must also include processes for providing professional development, developing appropriate assessment tools, and selecting instructional materials and technology supports that address the needs of a diverse student population. **7. Title III, § 309(b) - Subgrants for Preservice Teacher Education & Professional Development:** Priority in awarding subgrants will be given to programs that target preparation and continued professional development of teachers of students with limited English proficiency and students with disabilities.

School-Community Collaboration: Schools will team with community organizations and resources to serve all children and their families, including collaboration in transition planning.	**1. Title I, § 102(4) - Teacher Education & Professional Development:** Community partnerships will be established to provide and support programs for professional development. **2. Title I, § 102(6) - Adult Literacy & Lifelong Learning:** Every major American business will be involved in strengthening the connection between education and work. **3. Title I, § 102(7) - Safe, Disciplined, & Alcohol- and Drug-Free Schools:** Community-based teams will work together to ensure a safe and secure learning environment. **SEE ALSO, Title VII - Safe Schools.** **4. Title II, § 212 - National Education Standards & Improvement Council (NESIC):** The Council, whose duty it is to certify voluntary national and state standards and assessments, will be composed of representatives from education, business and industry, advocacy groups, parents, and civic leaders. **SEE ALSO, Title III, § 306(b) and § 309(a):** State and local improvement plans will be developed by panels that include representatives of business and industry, higher education, community organizations, parents, and educators, among others. **5. Title III, § 301 - State & Local Education Systemic Improvement:** Business and higher education are encouraged to enter into partnerships with schools to provide information on education and training needed to develop an effective work force and to promote lifelong learning. **6. Title III, § 306(f) - State Improvement Plans (Parental & Community Support and Involvement):** The State Plan shall describe strategies for how the State educational agency (SEA) will involve parents and other community representatives in planning, designing, and implementing the State improvement plan. **7. Title V - National Skill Standards Board:** The Board will serve as a catalyst in stimulating the development and adoption of a voluntary national system of skill standards and of assessment and certification of attainment of skill standards. The Board will be composed of representatives of business and industry, organized labor, human resources, and civil rights and community-based organizations. Voluntary representative partnerships will be established to develop skill standards.

Personnel: Schools will employ capable, well-prepared professionals and paraprofessionals. School staff and leadership will reflect the diversity within the general population.	**1. Title I, § 102(4) - Teacher Education & Professional Development:** States and school districts will develop strategies to recruit, prepare, and retrain educators to ensure that there are sufficient numbers of highly qualified professionals to deliver a challenging curriculum. **2. Title III, § 306(c) - State Improvement Plans (Teaching, Learning, Standards, & Assessments):** Strategies to meet the National Education Goals must be included in the State improvement plan and must address a process for familiarizing teachers with State standards and for developing the capability of teachers to provide high-quality instruction. The Plan may include a process for improving the State's system of teacher and administrator preparation and licensure. **3. Title III, § 306(e) - State Improvement Plans (Governance, Accountability & Management):** The State plan should also address the creation of an integrated and coherent approach to recruiting and retaining educators, with a particular emphasis on attracting qualified minorities into the profession. **4. Title III, § 309(b) - Subgrants for Preservice Teacher Education & Professional Development Activities:** The SEA shall make subgrants to local educational agencies (LEA) to improve preservice teacher education programs consistent with the State improvement plan.

Professional Development: Professional development will be driven by the needs of, and in partnership with, students, families, and teachers and will focus on collaborative, interdisciplinary approaches to education and related services.	**1. Title I, § 102(4) - Teacher Education & Professional Development:** Educators will have access to programs for the continued improvement of their professional skills. **2. Title II, § 213(c) - Voluntary National OTL Standards:** OTL standards certified by NESIC shall address the extent to which teachers and administrators have ready and continuing access to professional development, including the best knowledge about teaching, learning, and school improvement. **3. Title II, § 231 - Leadership in Educational Technology:** The Department of Education shall promote high-quality professional development opportunities for educators regarding the integration of technology into instruction and administration. **4. Title III, § 306(c) - State Improvement Plans (Teaching, Learning, Standards, and Assessments):** The State improvement plan may include a strategy for providing appropriate and effective professional development, incorporating topics such as the use of technology, distance learning, and gender-equitable teaching methods. **5. Title III, § 309(b) - Subgrants for Preservice Teacher Education & Professional Development Activities:** A subgrantee must use the funds for activities supporting the development and implementation of new and improved forms of continuing and sustained professional development opportunities.

Policy and Financing: Students' individuals needs, including early childhood opportunities, will drive the education system; flexible funding approaches will be explored; and, new funding systems will allow greater interagency collaboration.	1. **Title I, § 102(1) - School Readiness:** Children will receive the nutrition, physical activity experiences, and health care necessary to allow them to arrive at school ready to learn. 2. **Title II, § 207 - Early Childhood Assessment:** A model of school readiness will be developed that addresses a broad range of early childhood developmental needs, including the needs of children with disabilities. 3. **Title II, § 213(c) - Voluntary National OTL Standards:** OTL standards shall address the ability of educators to provide instruction that meets the diverse learning needs of all students in each content area. 4. **Title III, § 301 - State & Local Education Systemic Improvement (Findings):** **(3)** For reforms to be lasting, leadership must be undertaken collaboratively by educators, related services personnel, parents, and policy makers; **(7)** State and local education improvement efforts must incorporate strategies for providing all students and families with coordinated access to appropriate social services, health care, nutrition, and early childhood education to remove preventable barriers to learning and enhance school readiness; **(14)** Federal funds should be targeted to support State and local initiatives and to leverage State and local resources for designing and implementing systemwide education improvement plans; and, **(15)** All students are entitled to participate in a broad and challenging curriculum and to have access to resources sufficient to address other education needs. 5. **Title III, § 306 - State Improvement Plans:** **(c) - Teaching, Learning, Standards, & Assessments:** The State improvement plan may include strategies for assessing the effectiveness and equity of the State's school finance program to identify disparities in the resources available to each LEA and school and how these disparities affect the ability of the SEA and LEAs to develop and implement the improvement plan.

Policy and Financing, continued:	**(f) - Parental & Community Support and Involvement:** State plans may include strategies to increase the access of all students to social services, health care, related services, and child care services and to provide "one-stop shopping" for services in convenient community sites. **(h) - Promoting Bottom-Up Reform:** State plans may include strategies for providing flexibility to individual schools and LEAs to allow adaptation and integration of State content standards into curricula appropriate for individual schools and communities. **6. Title III, § 311(3) - Education Flexibility Partnership Demonstration Act:** This section authorizes demonstration programs allowing States to waive certain statutory or regulatory requirements under certain Federal programs. **7. Title III, § 313 - Technical & Other Assistance Regarding School Finance Equity:** Technical assistance may be provided to SEAs and LEAs to assist these agencies in achieving a greater degree of equity in the distribution of financial resources among the State's LEAs. Models will be developed and disseminated to assist States in planning and implementing revisions of State school finance systems.

Specific Accountability for Better Results for Children and Youth: A unified system of education will include equitable standards and high expectations for all students; all students will have the opportunity to learn; and, alternative assessment mechanisms will ensure that all students are included in assessments of progress.	**1. Sec. 2 - Purpose:** New initiatives at all levels will be supported to provide equal educational opportunity for all students to meet high academic and occupational skill standards. This Act will provide a framework for the reauthorization of other Federal education programs by providing for the establishment of world-class content and student performance standards and strategies for all students. **2. Sec. 3(a)(11) - "State Assessment":** This term is defined as measures of student performance intended to evaluate the progress of all students in the State toward learning material in State content standards. **3. Title I, § 102(1) - School Readiness:** All children will have access to high-quality and developmentally appropriate preschool programs. **4. Title I, § 102(3) - Student Achievement and Citizenship:** All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter in the enumerated areas. **5. Title II, § 207 - Early childhood Assessment:** The methods of assessing the readiness of children for school will be improved and will include alternatives to currently used assessments. **6. Title II, § 213(f) - State Assessments:** NESIC will certify State assessments only if those assessments include all students and provide for the adaptations and accommodations necessary to permit the participation of all students with diverse learning needs. **7. Title II, § 220 - Assessment Development & Evaluation Grants:** Grant recipients must pay special attention to how State assessments treat all students, especially with regard to race, gender, ethnicity, disability, and language proficiency. **8. Title III, § 306(c) - State Improvement Plans (Teaching, Learning, Standards, & Assessments):** The State improvement plan must include strategies for developing and implementing valid, nondiscriminatory, and reliable State assessments. The process will provide for multiple measures of student performance; participation of all students; and, adaptations and accommodations necessary to allow such participation.

Effective Systemic Teaching and Learning: The educational system will be based on higher expectations and clear results, providing a framework for the development of academic, daily living, and vocational skills for all students. Educators and community members will demonstrate shared responsibility for student success. Instructional programs will emphasize literacy for all children and youth.	**1. Sec. 2 - Purpose:** The purpose of the Act is to provide a framework for meeting the National Education Goals by promoting coherent, nationwide, systemic education reform. **2. Title I, § 102(3) - Student Achievement & Citizenship:** All students will be involved in activities that promote and demonstrate good citizenship, good health, community service, and personal responsibility. **3. Title I, § 102(3) - Adult Literacy & Lifelong Learning:** Every adult will be literate and will possess the knowledge and skills necessary to compete in the global economy and to exercise the rights and responsibilities of citizenship. **4. Title III, § 301 - State and Local Education Systemic Improvement (Findings):** **(5)** Strategies must be developed by communities and States to support the revitalization of all local public schools through systemic change. **(9)** State and local systemic improvement strategies must provide all students with effective mechanisms and appropriate paths to the work force, as well as to higher education. **5. Title III, § 306 - State Improvement Plans:** **(c) - Teaching, Learning, Standards, & Assessments:** State plans shall include a process for developing or adopting State content and student performance standards for all students and shall be coordinated with standards developed under the Carl D. Perkins Vocational and Applied Technology Education Act. **(f) - Parental & Community Support and Involvement:** The State plan will describe strategies for how the SEA will involve parents and other community representatives in planning, designing, and implementing the State improvement plan. **(j) - Coordination with School-to-Work Programs:** If the State has received Federal funds to develop or expand a school-to-work program, the State shall include in its State improvement plan a description of how the school-to-work program will be incorporated in the school reform efforts of that State. **(l) - Coordinating Strategies:** Each State plan shall include strategies for coordinating the integration of academic and vocational instruction, as outlined in the Perkins Act.

Effective Systemic Teaching and Learning, continued:	**6. Title III, § 309(a) - Subgrants to Local Educational Agencies:** The local improvement plan shall include a description of a process of broad-based community participation in the development, implementation, and evaluation of the local improvement plan. **7. Title V - National Skill Standards Board:** The Board will serve as a cornerstone of the national strategy to enhance work force skills.
Appropriate Technology: All areas of the educational system will be enhanced through expanded access to and use of appropriate multimedia and assistive technology.	**1. Title II, § 213(c) - Voluntary National OTL Standards:** Certified OTL standards must address the quality and availability to all students of curricula, instructional materials, and technologies, including distance learning. **2. Title II, Part C - Leadership in Educational Technology:** The purpose of this part, among others, is to provide Federal leadership in developing a national vision and strategy to promote awareness of the potential of technology for improving teaching and learning; to ensure the availability and dissemination of knowledge about investment in, and effective uses of, educational technology; to demonstrate ways in which the use of technology can help ensure that all students have an equal opportunity to meet State educational standards; and, to promote high-quality professional development opportunities for teachers and administrators regarding the integration of technology. **3. Title III, § 306(c) - State Improvement Plans (Teaching, Learning, Standards, & Assessments):** State improvement plans may include (a) a process for developing and selecting materials, including technology, to ensure that all students have the opportunity to meet State content and performance standards; and, (b) a process for providing appropriate and effective professional development, including the use of technology and distance learning. **4. Title III, § 317 - State Planning for Improving Student Achievement Through Integration of Technology into the Curriculum:** This section provides for grants to SEAs who provide as part of their State improvement plan a systemic statewide plan to increase the use of state-of-the-art technologies that enhance student learning and staff development.

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